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ABSTRACT

This report is an independent assessment of the Provincially Initiated Curriculum (PIC) and Locally Initiated Curriculum (LIC) for British Columbia's Centre for Curriculum, Transfer and Technology (C2T2), which manages both PIC and LIC projects. The report makes four recommendations for C2T2's consideration: (1) a renewed emphasis on communication regarding the availability of curriculum products and on positive initiatives in curriculum development; (2) a review of the structures and processes of PIC and LIC projects; (3) a project management process that improves the timely completion of curriculum projects; and (4) an enhanced recognition of C2T2's role in marketing curriculum products. C2T2 hopes to identify the strengths and weaknesses of the programs in order to maintain and improve the quality of their marketing service. A small sample of 38 administrators, faculty, and educational coordinators responded to survey questions. This paper analyzes the findings of the survey in seven different areas: (1) the selection process for the projects; (2) completion and distribution for the projects; (3) the benefits to institutions; (4) the benefits to students; (5) marketing curriculum projects; (6) C2T2's role in curriculum development; and (7) return on investment. Appendices include data tables, the survey form, and a summary of responses. (NB)

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# FINAL REPORT

## PROVINCIALLY AND LOCALLY INITIATED CURRICULUM PROGRAM ASSESSMENT

**Prepared For:**

**Mr. Devron Gaber, CEO**
**Centre for Curriculum,**
**Transfer and Technology**
**6th Floor, 1483 Douglas St.**
**Victoria, BC**
**V8W 3K4**

**Prepared By:**

**J.H. REED & ASSOCIATES LTD.**
**300 – 3060 Cedar Hill Road**
**Victoria BC V8T 3J5**
**Phone: (250) 595-3339**
**Fax: (250) 595-4863**

**NOVEMBER 19, 1999**

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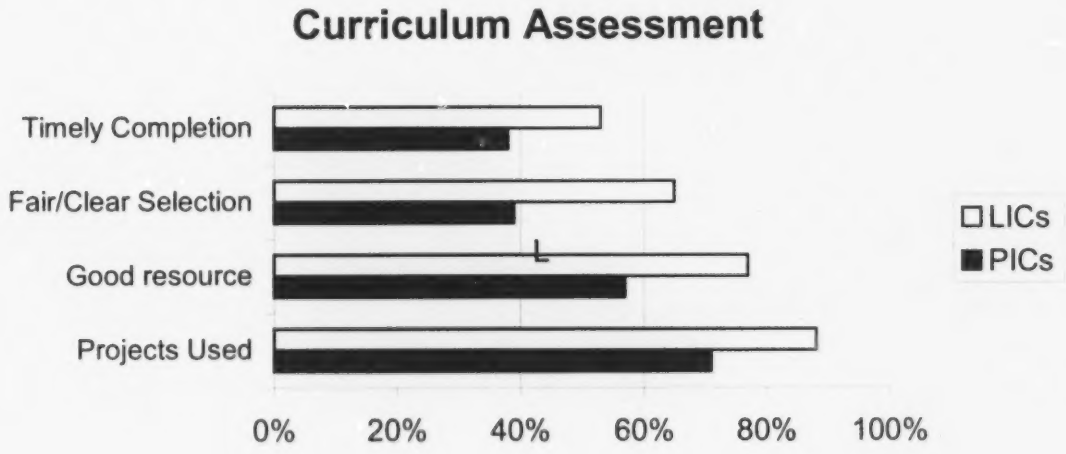
# EXECUTIVE SUMMARY

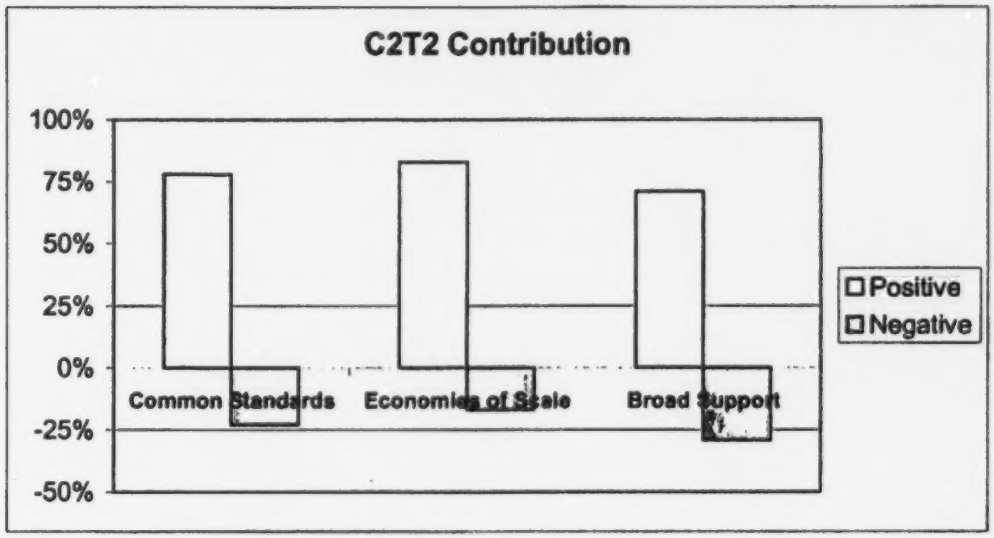
The Centre for Curriculum, Transfer and Technology (C2T2) manages the development of Provincially Initiated Curriculum (PIC) and Locally Initiated Curriculum (LIC) projects. In June of 1999, C2T2 contracted with *J.H. REED & ASSOCIATES LTD. (REED)* to gather data and comments from system partners to help assess both the curriculum projects and C2T2's role in managing the projects. With the help of a team from C2T2 and the Ministry, *REED* designed a survey that was sent to seventy individuals representing administrators, faculty and coordinators across the system. *REED* then managed the survey, analyzed the findings and prepared this report for C2T2.

The overall perception of the curriculum projects was positive particularly for LIC projects. Certainly the completed projects are being used by the institutions and a healthy majority agree that the completed projects are a good resource to the college, university college, institute and agency system. There was less agreement that the selection process was clear and fair or that the projects were completed in a timely manner. The following chart provides a summary of the proportion of respondents that expressed positive views in these four areas.




300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

The general assessment from the respondents of C2T2's role was also quite positive. The chart below removes neutral responses and simply looks at respondents who expressed a positive or a negative opinion on C2T2's role in developing common standards for curriculum, generating economies of scale and ensuring broad system support for projects. While the positive opinions outweigh the negative views by an average of three to one, C2T2 should take steps to build stronger system support for curriculum development projects.




The report makes four recommendations for C2T2 to consider:

- A renewed emphasis on communicating to the system on the availability of curriculum products and on positive initiatives in curriculum development;
- A review of the structures and processes of PIC and LIC projects to promote greater clarity and efficiency;

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca



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- A more thorough project management process to improve the timely completion of curriculum projects; and
- An improved recognition of C2T2's role in marketing curriculum products.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

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300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

# INTRODUCTION

Provincially Initiated Curriculum (PIC) projects support curricular changes and innovation on a provincial scale according to priorities established by and with funding from the Ministry of Advanced Education, Training and Technology. According to the Centre for Curriculum, Transfer and Technology (C2T2) log for 1997-99, about 75 PIC projects may be underway at any time and they range in scope from small projects of a few thousand dollars to major projects in excess of $75,000. More than one-third of the PIC projects reviewed had contract amounts above $15,000.

The Ministry also funds Locally Initiated Curriculum (LIC) projects, but colleges, university colleges or institutes set the priorities for these projects through the proposals they submit. LIC projects are intended to meet the needs of the institution submitting the proposal, although they may also be of potential interest and value to others in the system. There may be about 50 LIC projects underway at any time and they are generally smaller contracts with values between $5,000 and $15,000.

## THE PIC AND LIC ASSIGNMENT

C2T2 has managed the development of PIC and LIC projects for many years. A significant number of projects have been completed and implemented, but it has been some time since an assessment has been conducted on the PIC and LIC programs. The assignment for this project is to gather data and comments from system partners to assess the processes and outputs of the PIC and LIC programs and C2T2's role in and contribution to the process.

## C2T2 GOALS

One of the primary functions of C2T2 is to provide service to the system by managing the PIC and LIC projects and, in this regard, it decided to initiate an independent assessment of the programs. C2T2's goals are to identify the strengths and weaknesses of the PIC and LIC programs so that the quality of their service to the system can be maintained or improved.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

## THE ROLE OF J.H. REED & ASSOCIATES LTD.

C2T2 engaged the services of *J.H. REED & ASSOCIATES LTD.* (*REED*) to conduct the assessment of the curriculum development program. The consultants worked with a Steering Committee of C2T2 and Ministry representatives to identify the areas to be explored by the survey and to establish guidelines for who should be surveyed. *REED* then managed the survey and the analysis of the findings and prepared this report for C2T2.

## SURVEY OF LIC AND PIC PROJECTS

A survey was designed to help C2T2 assess the process for and the value of the PIC and LIC programs. It was developed through a series of meetings with people directly involved in the curriculum development process. The questions that were used in the survey are included as Appendix 1 of this report.

*REED* established strict guidelines in the processing of the surveys in order to protect the anonymity of the respondents. No one other than the *REED* team had access to the surveys' responses and all responses will be destroyed following completion of this contract. The confidentiality of their responses will be further protected by only publishing aggregate results.

Seventy surveys were sent in mid-August to administrators, faculty and education coordinators in all 22 institutions that are eligible for PIC and LIC projects. A return deadline was set for September 22, 1999, and *REED* followed up with institutions by phone in mid-September and to each recipient by email in late September to improve the response rate and thank people for their participation. The final response rate may have been hindered by the fact that the survey was conducted during a very busy time of the year with students returning for the fall semester.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

# FINDINGS OF THE SURVEY

The survey included questions with the answer ranked on a five-point scale and questions that required short comments. Appendix 2 provides a summary of the responses for the ranked questions.

Thirty-eight responses were received from the survey; seventeen from administrators, sixteen from faculty and five from educational coordinators. The majority of the returned surveys answered all the ranked questions and provided thoughtful comments on the open-ended questions. Sixty-one percent of those responding described themselves as familiar or very familiar with the PIC and LIC programs. The responses to the survey identify several consistent patterns that highlight support for the programs or, in some cases, areas that require improvement. In addition, many respondents were particularly helpful by not only identifying shortcomings, but also offering practical advice for C2T2.

While the survey responses do provide a useful perspective, they must, of course, be viewed with caution. The thirty-eight responses represent a small fraction of the thousands of individuals from colleges, university colleges and institutes who are involved in or affected by curriculum development projects with C2T2. In addition, many questions elicited a neutral response from more than a quarter of the respondents. The neutral responses may have resulted from the number of respondents who stated that they lacked knowledge about the PIC and LIC programs.

The findings are reported on the basis of the full group of respondents. Although the responses were analyzed by the sub-groups of administration, faculty and education/administrative coordinator, these groups were too small to make any definitive conclusions. In general, the patterns of responses were similar across the sub-groups.

## SELECTION PROCESS FOR PIC/LIC PROJECTS

PIC projects are selected for funding based on the priorities established by the PIC Review Committee. The Committee includes Ministry staff and two representatives from C2T2 and assesses projects that may be approved throughout the year. There is no scheduled call for proposals for PIC projects. Proposals come from recommendations from previous projects, Articulation Committees, MAETT itself, and other ministries. Proposals are jointly developed by Education Officers, C2T2 and post-secondary educators and presented by Education Officers to the PIC Review Committee, which meets up to three times a year.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

LIC proposals come directly to C2T2 from the institution in response to an annual Call for Proposals. A Deans' LIC Curriculum Committee, coordinated by C2T2, develops the guidelines for the assignment of local projects and meets to evaluate the proposals and select the successful applicants.

C2T2 plays an important funding role in curriculum and it is important that the selection processes used for allocating these funds are understood and perceived as fair by the colleges, university colleges, institutes and agencies. Therefore, the first questions the survey asked were whether the selection process for both PIC and LIC projects respectively was clear and fair with respect to how priorities are established and linked to funding approval.

The selection process for LIC projects appears to pass that test with sixty-four percent of respondents agreeing or strongly agreeing that the process is fair and clear and less than 20% disagreeing with that statement. There is far less certainty about the PIC process and only 37% of respondents agreed that the selection process for the provincial projects was clear and fair. It should be noted that only 23% expressed clear dissatisfaction with the process. Figure 1 provides a breakdown of the responses on the selection process.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

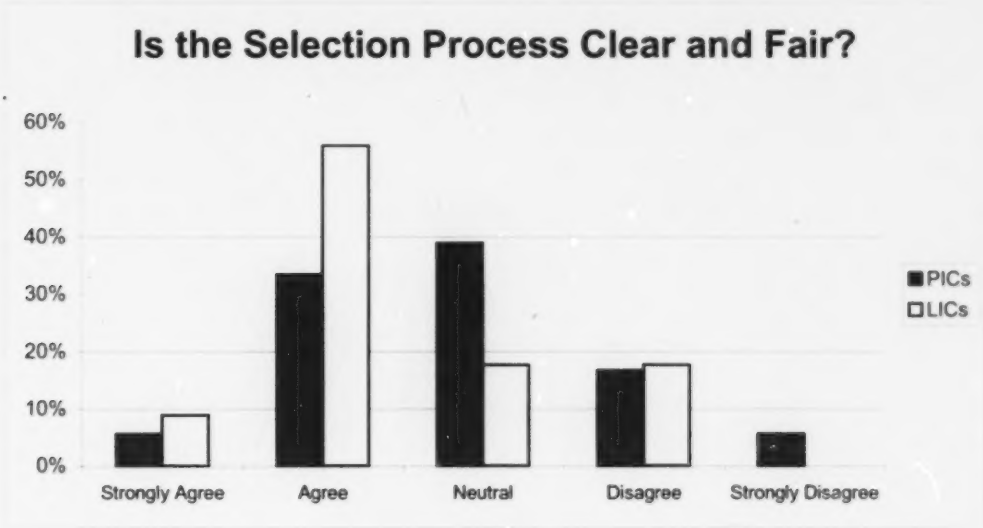



**FIGURE 1**[1]

The comments on the selection process reflect that the LIC process seems relatively clear, likely because more of it takes place at the institutional level. The comments also helped to explain the 40% of respondents who were neutral on the PIC selection process because they did not know much about it. The following samples are representative of the comments received.

- *Communications within institutions is fairly spotty for PIC/LIC initiatives. Info sessions for faculty/staff would be useful.*
- *Not clear on the selection process once passed the institutional selection process. The criteria for selection process should be made available.*
- *Timelines and steps for initiating ministry call for PIC is unclear, e.g. when do Articulation Committees get involved? When do Deans and Directors? A member of the Selection Committee could speak at Articulation meetings regarding all steps in the process - particularly how*

[1] PIC and LIC projects are referred to as PICs and LICs in all charts in order to keep the legend to a reasonable size

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

*members of the field can recommend a PIC project to the Ministry.*

- *I think the process for both LICs and PICs is clear. I have the completed paperwork and it seems clear but lengthy. The selection process is fair, having representatives outside C2T2 to help with selection.*
- *Divide the funding amongst the Institutions and let them decide their priorities.*
- *LICs seems a much clearer and fairer process*

## COMPLETION AND DISTRIBUTION FOR PROJECTS

As of June 29, 1999, C2T2 was managing the development of approximately 125 PIC and LIC projects with a contract value of $2 million. The Curriculum Development Team, consisting of six curriculum coordinators and three administrative staff, manages the projects along with other professional development, publication and distribution activities. C2T2 has established a detailed database for these projects including information on start dates, end dates, project status, funding source and contractor. Table 1 is from an analysis of the database and it suggests that there may be some challenges regarding project completion.

**Table 1**

| PICS and LICS 97-99 | PICS | LICS |
|---|---|---|
| % Started | 92% | 100% |
| % Completed | 34% | 8% |
| % In progress | 58% | 91% |
| % Overdue | 16% | 30% |

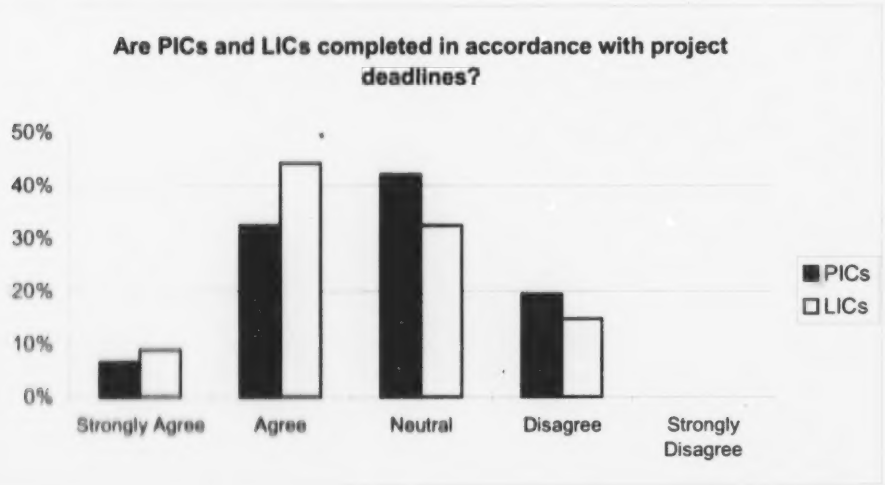
The data shows that a large proportion of the projects are in progress or overdue. Consequently, the second section of the survey addressed the issue of whether PIC and LIC projects were completed in a timely fashion both with respect to project deadlines and program needs. This series of questions was designed to identify potential concerns about the project management process with respect to the completion of curriculum projects, but no major concerns were identified with either PIC or LIC projects in terms of meeting project deadlines or program needs. It should be noted that the Ministry provided one-time funding of $72,000 in



300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

1998/99 to help reduce the backlog of overdue projects, resulting in 80% of the backlog being completed or nearly finished. Figure 2 illustrates the responses with respect to project deadlines and it is very similar to the response pattern for project needs.

**FIGURE 2**




Comments generally noted that the timelines were working well and that the long time required to complete projects was a natural result of the large number of stakeholders who participate. There were, however, suggestions to improve the completion of PIC and/or LIC projects.

- *Project management guidelines and expectations might be useful, i.e. general guides regarding normal timelines.*
- *PIC - Ministry involvement is minimal until final approval stage when a project that seems to be on track and satisfactory to the advisory committee and developer can suddenly face Ministry disapproval - the people who can veto need to be involved all along so everyone is clear about directions and expectations*
- *Regional meetings between Ministry rep and successful applicants to explain time line, procedures, protocol, copyright issues, even examples of copyright clearance and tracking as completed by other institutions and approved by C2T2.*

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

- *Projects should be approved by April 30th to provide adequate lead-time for development.*
- *Integrating the project into the regular department's business helps. Include progress reports in the monthly agendas. Set deadlines for each part of the project. Make sure those working on the project are properly supported and have adequate resources.*
- *The amount of release time allocated is far below the amount of time required to complete the work. These projects must be a "labour of love"*

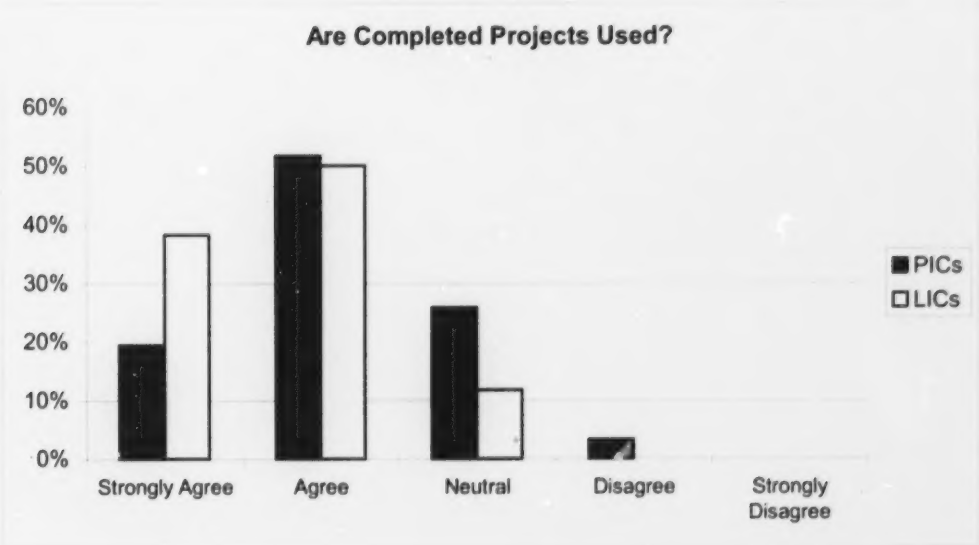
Since there were few concerns expressed about the completion of PIC or LIC projects, the project management processes at C2T2 appear to be at least satisfactory. However, the database is a useful tool and it may contain helpful information to help improve the service further. For example, some institutions and contractors seem to meet the target dates effectively, but others are fairly late on several projects. Of course, it may be that the timelines for some projects are unrealistic, but there is probably cause for C2T2 to review its processes to manage timelines and contractor performance.

## BENEFITS TO INSTITUTIONS

PIC and LIC projects have limited value unless they are used by post-secondary institutions. The first step in determining the benefits of these projects was to ask if the completed projects were being used in the classroom. The answer is an overwhelming yes particularly for LIC projects. Figure 3 illustrates the strong support for using completed projects.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

**FIGURE 3**




Not surprisingly, there were few comments on the follow-up question, "if projects are not used, could you explain why you think this is the case". However, some respondents again took the opportunity to urge C2T2 to make sure that institutions are aware of the completed projects.

While institutions clearly make good use of their LIC projects and the PIC projects that involved their institution, only 14% reported using curriculum projects that were done by other institutions. In retrospect, the question (#15) that asked about using curriculum from other institutions could have been worded more effectively. Since PIC projects are provincial in scope, they are not usually identified with specific institutions and there is likely greater use of PIC projects than many of the respondents realized. The following comments indicate that there is a general lack of understanding of what curriculum products are available.

- *There is a lack of knowledge within our institution as to what other institutions have completed as projects. Your C2T2 website is becoming better, but during this transitional period as faculty and staff get proficient with accessing information on the net, I would recommend yearly (with biyearly updates) as to the projects available for review to be done in catalogue format.*

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

- *Need to find a way to make more faculty/administration aware of completed projects*
- *Greater publicity/promotion of finished projects is needed*
- *Often don't know they are available. Not sure how to access them, used to be OLA, now I'm not sure.*
- *Once again, lack of knowledge as to their existence. We are using materials from Nursing, Continuing Care, Human Service and Marine Technologies with instructors being quite interested once existence of material becomes known.*

## BENEFITS TO STUDENTS

The benefits to students were difficult to quantify, but 80% of respondents thought that between 100 and 1,000 students benefited from curriculum projects at their institution. In addition, many took considerable time to detail how students received more relevant, flexible and creative instruction as a result of these curriculum projects. The following comments are good examples of the benefits to students.

- *In many courses, new curriculum would not have been developed had it not been for the LIC funding. So, in short, it provided access to affordable programming.*
- *Allowed/supported provincial consistency; LICs allow us to access funds for development we otherwise can't fund; CE has made some really creative use of PICs for system development.*
- *Modified course development and delivery have made courses more accessible and flexible to students.*
- *Good curriculum to use in classroom; research that provided basis for literacy and inclusion programs currently offered here; good resources for transition.*
- *Many PIC projects have produced standard curricula used throughout the province with students in many institutions. This enhances transfer between institutions. Also, students and employers can be assured of common products, i.e. students graduate with a common skill set which employers can rely on*
- *Resultant course materials more current; therefore students better prepared for entering the workforce in their chosen fields.*

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

- *Permit us to develop relevant, current curriculum in a small institution with no resources for development.*
- *Our LIC project has given students an applied experience they could not get elsewhere. It has made them aware of career opportunities they didn't know of, has provided them with work contacts, and, in some cases, has led to full-time employment. It has also given them a deeper understanding of the disciplines.*

The many positive and detailed comments on this question highlight the importance of high quality curriculum to the system. In addition, the comments demonstrate that developing and maintaining curriculum provides an important contribution to achieving the Relevance and Quality Goal within *Charting A New Course.*

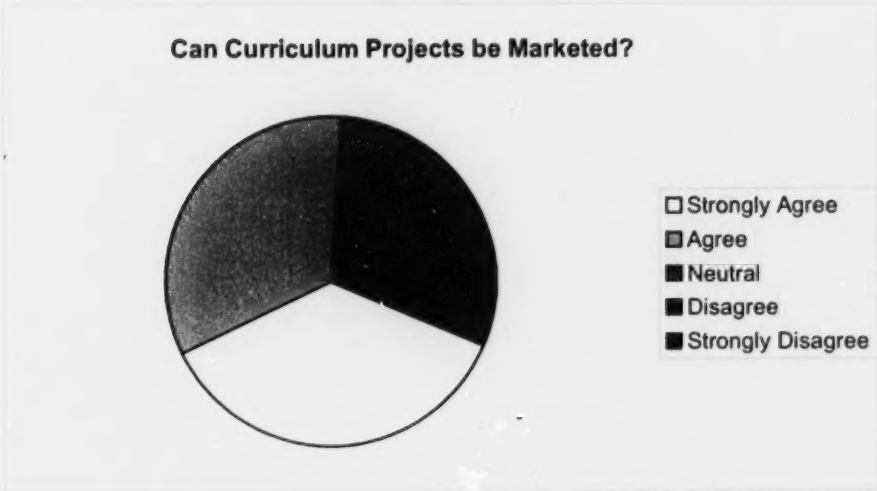
## MARKETING CURRICULUM PROJECTS

The Centre for Curriculum, Transfer and Technology has a license agreement with the Ministry of Finance and Corporate Relations and the Ministry of Advanced Education, Training and Technology that provides C2T2 the exclusive right to reproduce, distribute and sell all curriculum projects funded by the Ministry. The Province retains all proprietary rights, including copyright. As of March 31, 1999, there were approximately 1,400 curriculum items available for sale via a C2T2 agreement with the Open Learning Agency. Thirteen percent of the 1998/99 sales were to customers outside of British Columbia and C2T2 earned $53,490 in royalties from these sales.

Since C2T2 has a large number of products available and gained revenue through sales in 1998/99, the survey asked about the potential for marketing the curriculum projects to education and training providers outside of British Columbia's public post-secondary education system. Thirty-six percent strongly agreed with the idea of marketing the completed projects (the highest percentage of strong agreement for any question in the survey) and another thirty-three percent agreed that curriculum projects could be marketed. Figure 4 shows that support for marketing curriculum projects far outweighs those who do not support the idea.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

**FIGURE 4**




Despite the majority support for marketing curriculum, some were strongly opposed to the idea. In addition, some suggested that individual institutions might be better able to market the products than C2T2. From the comments received, it would appear that there is little awareness of C2T2's marketing agreements with the provincial government and the Open Learning Agency. The following comments represent some common themes that emerged in response to the questions about whether or not LIC and PIC projects should be marketed and by whom.

- *Through International Education departments or Contract Training or the Contract Training Society*
- *At cost to Canadian Public Post-Secondary System. For profit internationally and to private sector. Use C2T2 Website as marketing tool.*
- *To almost any post-secondary institution. Make presentations at conferences like ACCC and AGMs for the National Associations of the relevant disciplines. Articles in education newsletters/journals.*

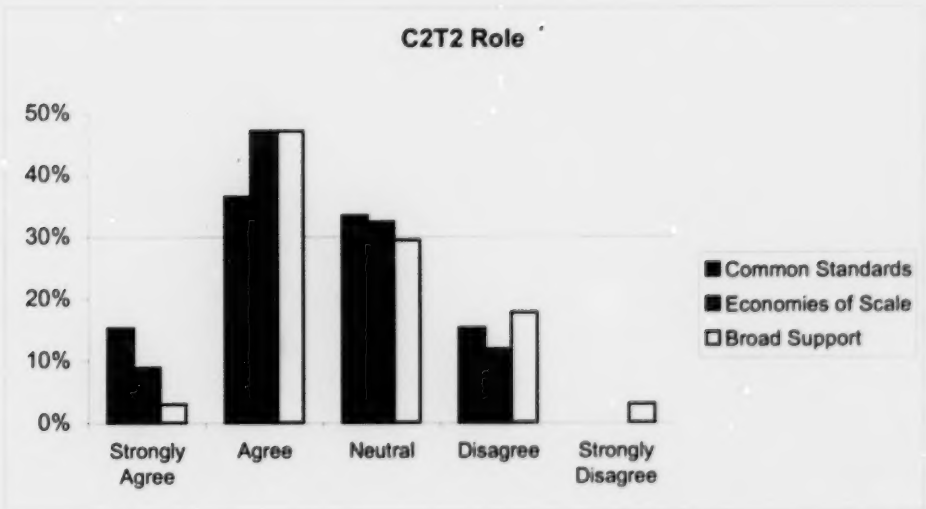
300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

- *Some could be marketed outside; some couldn't be. I don't think they should necessarily be marketed, especially since faculty members receive so little time to do the work.*
- *I am not sure what "marketing" means here; but if you mean "promoted" and publicized, then I'm in favour. The objective, I assume, is to disseminate curricula not to "make money"?*

## C2T2's Role in Curriculum Development

C2T2's role in curriculum development is to: develop curriculum to common standards to facilitate articulation and transfer; generate economies of scale of time, effort and funding for curriculum; and involve system partners to ensure broad support for completed projects. The majority of responses support C2T2's role with respect to developing common standards and generating economies of scale, but less than half agreed that C2T2 built broad support for projects by involving system partners. Figure 5 illustrates the findings.

**FIGURE 5**



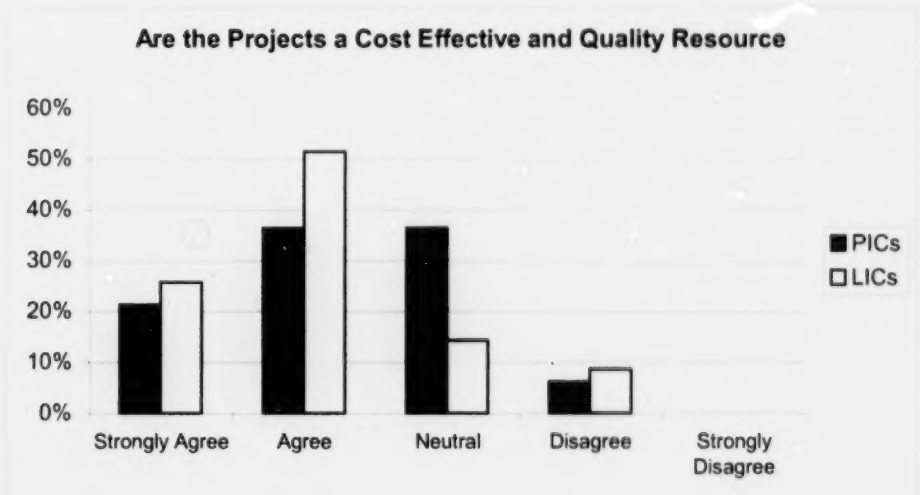

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

## RETURN ON INVESTMENT

The province appears to receive a good return on its investment of funds in PIC and LIC curriculum projects. Most respondents thought the projects are completed in a timely fashion and are well used by the institutions involved in their development. In particular, these curriculum projects support both the goals of *Charting A New Course* with respect to Relevance/Quality and Access. Furthermore, C2T2 plays a positive role by ensuring common standards and economies of scale for the curriculum development process.

Perhaps the most important questions in the survey were numbers 18 and 19 that asked if the completed projects provide a cost effective and quality resource to the college, university college, institute and agency system. As Figure 6 shows, the answer is a strong yes particularly for the LIC projects where 77% agreed that the projects were cost effective and of high quality. In all likelihood, most respondents were very aware of LIC projects and their benefits at their own institutions, but less aware of PIC projects and their benefits.

**FIGURE 6**




In their closing comments, many of the system partners described at length their view that the investment of curriculum funding through C2T2 provided an excellent investment. A number of C2T2's curriculum

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

development staff members were singled out for special praise for their contribution to educational quality and service. While it is not appropriate to single out individuals in this report, it is worth considering some of the more general positive comments.

- *As far as I know, this is the only coordinated effort between the Ministry and its respective institutions to respond to emerging program needs. It's the only useful programming leadership role I'm aware of.*
- *Excellent program from which we have benefited a great deal.*
- *C2T2 staff assigned to LIC/PIC projects are supportive, positive and useful; MAETT involvement in PIC projects is much less so.*
- *I had excellent support from C2T2. The project benefited me personally by allowing me to research an area that I have been interested in for many years. It benefits my teaching Colleagues because I have shared my research and act as a resource within our department. It benefits my students every day because I use the knowledge from the research in my day-to-day interactions in the classroom.*

However, certainly not everyone was positive about the investment and C2T2 may wish to consider the following perspectives in order to improve the quality of their service.

- *As recipient of a LIC grant, I'd have to say that I've received minimal guidance/instruction from C2T2 regarding guidelines, timelines/expectations and support. Given the C2T2 has a Tech Team, learning outcomes coordinators and other specialist, none have made any attempt to provide support to this project. My sense is that the internal workings of C2T2 are poorly/loosely coupled and that internal communication is weak.*
- *LICs tend to be developed in isolation, funded or not, completed and?? Perhaps C2T2 could be a little more of a 'watchdog' on what curriculum has already been done so that fewer duplications occur. Perhaps a process by which institutions and those in the field have to justify why previously developed curriculum doesn't fit their needs. Many times I think it is just that they haven't done the research to see if there are previous projects that could be*

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

*adapted. There is also a feeling in the field(s) that you have to put in a proposal or you will lose out in some way, whether or not there is a strong need.*

- *In general, our experience has been very positive. It would be helpful, however, to receive some feedback from C2T2 on the finished projects. How does it measure up compared to other projects? Did I meet their expectations? What were their impressions of it?*

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

# RECOMMENDATIONS

1. Communications

   C2T2 does a good job of managing the PIC and LIC projects, but could probably do a better job on communicating to the system. The Centre has taken a number of positive communications steps such as *Strategic Directions: A New Emphasis for the Centre for Curriculum, Transfer and Technology*, the *1998/99 Annual Report: A Year of Transition*, the *Learning Quarterly* and the C2T2 Website. These are all useful communication tools, but they haven't been completely successful in providing information about curriculum projects. There are two recommendations for C2T2 to communicate more effectively about curriculum projects.

   First, C2T2 should consider a stronger focus on curriculum for institutional visits or meetings with education councils, articulation committees, Deans' Committees, the Senior Instructional Officers Committee or other representative groups. Face to face presentations allow C2T2 to respond to misunderstandings or misconceptions with respect to curriculum projects and can create an awareness of the documents that are available.

   The second recommendation is for C2T2 to provide a regular report to system partners on the status and availability of curriculum products and trends that are influencing curriculum design. Since *Charting A New Course*, the emphasis for C2T2 has been quite appropriately on the integration of important initiatives such as educational technology, prior learning assessment and learning outcomes into the work of the former Centre for Curriculum and Professional Development. The profile of curriculum development appears to have diminished during this transition period and a renewed focus on this critical component of C2T2 seems justified.

   C2T2 can use the results of the assessment of the PIC and LIC programs as a reason for emphasizing curriculum in a new communication strategy. For example, C2T2 can report that it has heard from this survey that there is a strong base of system support for curriculum projects and for the Centre's role in promoting good quality and good value, but a need to communicate more effectively on process and outcomes.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

2. Review structures and processes for the PIC and LIC programs

The PIC and LIC programs are generally well run, but even good programs should be reviewed and, if appropriate, revised on an as needed basis. For example, the selection process for PIC projects seems to be a mystery to the institutions. The government priorities are not understood and people do not seem to understand the criteria by which one project is selected over another. The Ministry should work with C2T2 to ensure that there are clear guidelines and processes for the PIC projects and then provide more extensive communications to the institutions on these guidelines and processes.

There appears to be confusion between the PIC and LIC programs and the two programs have different strengths and weaknesses. Although the terms PIC and LIC have been used for years, it is clear that knowledgeable people in the system do not necessarily know the difference between the two. In addition, given the relatively small amount of funding available for curriculum development, processes for selection and distribution may be inefficient.

The Ministry and C2T2 should examine both programs and consider changes that will maximize the benefits of both approaches and ensure more effective use of the relatively scarce provincial funding for curriculum. Options might include a single committee that selects both PIC and LIC projects using clear and distinct criteria. Several respondents went as far as to recommend that a single curriculum fund would be a positive step forward and the Ministry and C2T2 may wish to assess the feasibility of this concept. In any case, it may be advisable to renew the profile of curriculum development and clarify roles among the Ministry, C2T2 and the institutions.

3. Project Management Processes

In general, both the contract management and project management processes seem to be fairly effective for the PIC and LIC projects, but it appears that some improvements can be made. C2T2 should review its project management processes to improve efficiency and ensure more timely completion. For example, as a first step, C2T2 could ensure that each project has a realistic end date. Furthermore, since individual projects are monitored regularly by the Curriculum Development team, appropriate action could be initiated for those projects that appear to be off target.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

4. Marketing

C2T2 has a formal role to market curriculum projects, but few respondents saw marketing as a C2T2 role. This may be a communication issue and C2T2 should ensure that its agreements with the provincial government and the OLA are common knowledge across the system. It may also be useful to clearly designate revenue from curriculum sales to the development of further curriculum products and make the system aware that it has benefited from C2T2's marketing revenue.

C2T2's marketing role may ultimately turn out to be a philosophical issue with the system rather than a communications issue and, in that case, the C2T2 Board may wish to re-examine that role before it renews its agreements with the province and the OLA. If at that time the Board decides that C2T2 does not have a role in marketing curriculum, it should work with the Ministry to ensure that the Centre's grant is not reduced because of unachievable expectations with respect to cost-recovery for curriculum projects.

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

# APPENDICES

## Appendix 1 – Survey Questions

The Centre for Curriculum, Transfer and Technology seeks your feedback on the PICs and LICs curriculum projects through the following survey so that it can continue to improve its services to colleges, university colleges, institutes and agencies. Please feel free to use the additional space provided at the back of the survey for further elaboration or commenting.

The following rating scale is a guide to answering those questions that require a ranking.

Scale:

5= STRONGLY AGREE, 4= AGREE, 3= NEUTRAL, 2= DISAGREE, 1 = STRONGLY DISAGREE

### A. DEGREE OF FAMILIARITY/INVOLVEMENT

1. Please indicate which group you represent.
2. Indicate your degree of familiarity with the LICs and PICs Programs.

### B. SELECTION PROCESS

3. Is the selection process for PICs clear and fair with respect to how priorities are established and linked to the selection of projects for funding?
4. Is the selection process for LICs clear and fair with respect to how priorities are established and linked to the selection of projects for funding?
5. Do you have general comments on the selection process or advice as to how it might be improved?

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
PHONE (250) 595-3339
FAX (250) 595-4863
EMAIL jim@reed.bc.ca

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## C. Completion and Distribution

6. From the perspective of your institution, are PICs projects completed in a timely fashion with respect to project deadlines?

7. From the perspective of your institution, are PICs projects completed in a timely fashion with respect to program needs?

8. From the perspective of your institution, are LICS projects completed in a timely fashion with respect to project deadlines?

9. From the perspective of your institution, are LICS projects completed in a timely fashion with respect to program needs?

10. Do you have general comments on the completion of PICs or LICs projects or advice on how the projects might be completed more effectively?

11. Does C2T2 ensure that completed PICs or LICs projects are published or accessible by other means to your institution?

## D. Benefits to Institution

12. Are completed PICs projects used within your institution?

13. Are completed LICs projects used within your institution?

14. If projects are not used, could you explain why you think this is the case?

15. Does your institution often use completed PICs projects from other institutions in the college, university college, institute and agency system?

16. If projects from other institutions are not used, could you explain why you think this is the case?

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

17. Do you think completed PICs projects are cost effective and quality resource to all institutions in the college, university college, institute and agency system?

18. Do you think completed LICs projects are cost effective and a quality resource to your institution specifically and the college, university college, institute and agency system generally?

19. Do you think completed PICs projects are cost effective and a quality resource to all institutions in the college, university college, institute and agency system?

20. Do you think completed PICs and/or LICs projects could be marketed to education and training providers outside of BC's public post-secondary education system?

21. If you agree, to whom should the projects be marketed and how should it be done?

## E. BENEFITS TO STUDENTS

22. Could you describe briefly how PICs or LICs projects have benefited students at your institution?

23. How many students do you think have benefited from PICs or LICs projects at your institution?

24. How does your institution evaluate the effectiveness of PICs and LICs materials for enhancing learning and what are the general results of these evaluations?

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

## F. C2T2 Role

25. Does C2T2 help the curriculum development process by ensuring that PICs and LICs are developed with common standards to improve articulation among institutions?

26. Does C2T2 ensure economies of scale with respect to time, effort and available funding by playing a provincial coordination role in the PICs and LICs development process?

27. Does C2T2 promote a broad range of support for PICs and LICs projects by involving system partners in the development of curriculum?

28. Are there any other comments or observations you wish to make about the PICs and LICs projects or C2T2's role in the process?

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

## APPENDIX 2 – SUMMARY OF SURVEY RESPONSES

Is the selection process for PICs clear and fair with respect to how priorities are established and linked to the selection of projects for funding?

| | |
|---|---|
| Strongly Agree | 6% |
| Agree | 33% |
| Neutral | 39% |
| Disagree | 17% |
| Strongly Disagree | 6% |

Is the selection process for LICs clear and fair with respect to how priorities are established and linked to the selection of projects for funding?

| | |
|---|---|
| Strongly Agree | 9% |
| Agree | 56% |
| Neutral | 18% |
| Disagree | 18% |
| Strongly Disagree | 0% |

From the perspective of your institution, are PICs projects completed in a timely fashion with respect to project deadlines?

| | |
|---|---|
| Strongly Agree | 6% |
| Agree | 32% |
| Neutral | 42% |
| Disagree | 19% |
| Strongly Disagree | 0% |

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
PHONE (250) 595-3339
FAX (250) 595-4863
EMAIL jim@reed.bc.ca

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From the perspective of your institution, are PICs projects completed in a timely fashion with respect to program needs?

| | |
|---|---|
| Strongly Agree | *10%* |
| Agree | *26%* |
| Neutral | *48%* |
| Disagree | *16%* |
| Strongly Disagree | *0%* |

From the perspective of your institution, are LICS projects completed in a timely fashion with respect to project deadlines?

| | |
|---|---|
| Strongly Agree | *9%* |
| Agree | *44%* |
| Neutral | *32%* |
| Disagree | *15%* |
| Strongly Disagree | *0%* |

From the perspective of your institution, are LICS projects completed in a timely fashion with respect to program needs?

| | |
|---|---|
| Strongly Agree | *15%* |
| Agree | *33%* |
| Neutral | *42%* |
| Disagree | *9%* |
| Strongly Disagree | *0%* |

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

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Does C2T2 ensure that completed PICs or LICs projects are published or accessible by other means to your institution?

| | |
|---|---|
| Strongly Agree | *11%* |
| Agree | *37%* |
| Neutral | *34%* |
| Disagree | *17%* |
| Strongly Disagree | *0%* |

Are completed PICs projects used within your institution?

| | |
|---|---|
| Strongly Agree | *19%* |
| Agree | *52%* |
| Neutral | *26%* |
| Disagree | *3%* |
| Strongly Disagree | *0%* |

Are completed LICs projects used within your institution?

| | |
|---|---|
| Strongly Agree | *38%* |
| Agree | *50%* |
| Neutral | *12%* |
| Disagree | *0%* |
| Strongly Disagree | *0%* |

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300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

Does your institution often use completed PICs projects from other institutions in the college, university college, institute and agency system?

| | |
|---|---|
| Strongly Agree | *0%* |
| Agree | *14%* |
| Neutral | *54%* |
| Disagree | *32%* |
| Strongly Disagree | *0%* |

Do you think completed PICs projects are cost effective and quality resource to all institutions in the college, university college, institute and agency system?

| | |
|---|---|
| Strongly Agree | *21%* |
| Agree | *36%* |
| Neutral | *36%* |
| Disagree | *6%* |
| Strongly Disagree | *0%* |

Do you think completed LICs projects are cost effective and a quality resource to your institution specifically and the college, university college, institute and agency system generally?

| | |
|---|---|
| Strongly Agree | *26%* |
| Agree | *51%* |
| Neutral | *14%* |
| Disagree | *9%* |
| Strongly Disagree | *0%* |

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

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Do you think completed PICs and/or LICs projects could be marketed to education and training providers outside of BC's public post-secondary education system?

| | |
|---|---|
| Strongly Agree | 36% |
| Agree | 33% |
| Neutral | 18% |
| Disagree | 9% |
| Strongly Disagree | 3% |

Does C2T2 help the curriculum development process by ensuring that PICs and LICs are developed with common standards to improve articulation among institutions?

| | |
|---|---|
| Strongly Agree | 15% |
| Agree | 36% |
| Neutral | 33% |
| Disagree | 15% |
| Strongly Disagree | 0% |

Does C2T2 ensure economies of scale with respect to time, effort and available funding by playing a provincial coordination role in the PICs and LICs development process?

| | |
|---|---|
| Strongly Agree | 9% |
| Agree | 47% |
| Neutral | 32% |
| Disagree | 12% |
| Strongly Disagree | 0% |



300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
PHONE (250) 595-3339
FAX (250) 595-4863
EMAIL jim@rced.bc.ca



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Does C2T2 promote a broad range of support for PICs and LICs projects by involving system partners in the development of curriculum?

| | |
|---|---|
| Strongly Agree | *3%* |
| Agree | *47%* |
| Neutral | *29%* |
| Disagree | *18%* |
| Strongly Disagree | *3%* |

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca

# APPENDIX 3 - DATA FROM PIC AND LIC PROJECT LOGS (JUNE 29, 1999)

| *PIC and LIC Projects 97-99* | *PIC* | *LIC* |
|---|---|---|
| Total # of Projects | 101 | 53 |
| Projects Started | 93 | 53 |
| % Started | 92% | 100% |
| Projects Completed | 34 | 4 |
| % Completed | 34% | 8% |
| In Progress/Finishing | 59 | 48 |
| % in progress/finishing | 58% | 91% |
| Overdue (in progress past end date) | 16 | 16 |
| % Overdue | 16% | 30% |
| Project in Progress - no end date | 30 | 5 |

300-3060 Cedar Hill Rd.
Victoria, BC V8T 3J5
**PHONE** (250) 595-3339
**FAX** (250) 595-4863
**EMAIL** jim@reed.bc.ca



BEST COPY AVAILABLE